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**Методика и оценка совместного преподавания у референтов-переводчиков в Уральском федеральном университете**

**Methodology and evaluation of team teaching in a referent-Translator class at Ural Federal University**

В статье описываются два примера совместного проведения занятий у референтов-переводчиков в Уральском федеральном университете (УрФУ). Авторами работы рассматриваются способы построения учебного процесса, когда носитель языка и преподаватель университета работают вместе. Дается описание различных схем такой работы, и выявляется наиболее эффективная форма обучения на основании оценки самих обучающихся.

В настоящее время эта модель применяется в УрФУ, она стала традиционной для обучения референтов-переводчиков и доказала свою эффективность.

The referent-Translator course has been successfully run at our university for ten years. Each year, we strove to invite native English speakers to teach in the program in order to provide students with additional language support in our Business Communications classes and serve as a cultural resource and motivation for students whose major course of study was not English. The use of native English speakers has helped students gain expanded language skills and knowledge.

As we know, not all native English speakers came to us as professional teachers and sometimes they required methodology guidance from our university faculty members. To provide this guidance, the main teacher from the university would join the class and observe a lesson taught by the native speaker. After the class, the two teachers would sit together to reflect and discuss the lesson to increase awareness of the successful and unsuccessful methods used to teach the lesson.

With this in mind, our paper will describe two cases of how we have used the knowledge of the native English speaker effectively and the student's evaluation of each case method. One method utilized is where the native speaker is the primary teacher and the second method is having the native speaker brought in to a class being taught by traditional university staff.

With case one, having the native English speaker teach the class, we had a main teacher from the university be present at the beginning of the class to introduce the teacher and to instruct the students to take notes of what they heard during the lesson, including key words and phrases, as well as interesting expressions used by the teacher. The students were encouraged to ask questions for clarification during the lesson and were quizzed periodically throughout the lesson and at the end of the lesson by the main teacher to determine if the students were able to understand the teacher as well as the lesson material. The main teacher was also able to review the students' notes to help determine if they had good comprehension and were able to provide additional clarification as needed. Since the students typically had another Business English class following their lesson with the native speaker, a teacher from the foreign languages department of our university was able to again review the students' notes and quiz them to assess their level of comprehension. Classes with the native speaker continued for an entire academic year (2 semesters or about 50 hours).

At the onset of using this method, we assumed that this method of having the main teacher being present in the classroom with a native speaker and then questioning the students and reviewing their notes to assess their level of understanding would be more effective than simply leaving student alone with a native speaker and never truly knowing whether or not the students understand the teacher or the lesson. When we asked the students assess this method of teaching, the answers were more than positive! There was a substantial consensus on what the student evaluators liked most about the classes by the native speaker: new ideas were presented, the lessons were interesting and they enjoyed listening to the speech of the native speaker. The one criticism mentioned by a number of the evaluators was that they had difficulty catching the idea being presented if they did not understand the words of the native speaker, especially if the native speaker spoke too quickly.

The second methodology to be described is where the main teacher conducts a class with the native speaker being present. In this case, the

main teacher and the native speaker collaborate in presenting material to the class. The native speaker participates as a “human tape recorder” of sorts allowing the students to listen to live and authentic spoken English, being a conversational model and as a cultural informant. When doing pair work and on the occasions where there is an odd number of students, the native speaker would work with a student as half of the pair and then changed students with each class activity. This activity allowed each student the opportunity to speak and interact intimately with the native speaker.

Evaluating this second method is more observational as the main teacher is present and can readily determine if the students are having difficulty with understanding or comprehending the native speaker and provide immediate remedy. It is noticed however, that the presence of a native speaker does seem to serve as a motivator for the students to speak more English in class.

In conclusion, native English speakers working with our referent-translator students has become commonplace in our classrooms and that team work with them has contributed much to our providing a successful working and learning environment.

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